ELPS 560: Seminar in School Administration:
Leadership Theory and Strategic School Improvement for District Leaders
School of Education
Revised July 4, 2021

<table>
<thead>
<tr>
<th>Instructor Information</th>
<th>Course Information</th>
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<tbody>
<tr>
<td>Name: Dr. Michael Lubelfeld</td>
<td>SUMMER II July 6 – August 13, 2021</td>
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Synchronous – MON: 7:00pm- 9:00pm Central Time & Asynchronous - WED

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<tr>
<th>Summer II - 2021</th>
<th>ELPS 560 - Seminar in School Leadership: Leadership Theory and Strategic School Improvement</th>
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“LIVE” via Zoom 7pm-9pm via ZOOM CT - Mon: 7/14, 7/19, 7/28, 8/2, 8/9 - Last Live Meeting
A synch - Wed: 7/7, 7/12, 7/21, 7/26, 8/4, 8/11 - Last Asynchronous Class

Email mlubelf@luc.edu
Days: Mon/Wed – Mon live, synchronous meetings, Wed asynchronous
Office/ Phone:
Office Hours: Flexible
Location: ONLINE

Course Description:
The most promising strategy for sustained, substantive school improvement is the development of future superintendents to function as leaders of collaborative, capacity-building communities. If schools are to be significantly more effective, they must break from the industrial model upon which they were created and embrace a new model that enables them to function as learning organizations. These learning organizations, characterized as professional learning communities, suggest placing greater emphasis on relationships, shared ideals, data-driven action plans, and a strong culture—all factors that are critical to significant school improvement and improved student achievement. The challenge for both aspiring and veteran school leaders is to create a community of shared commitment, responsibility, and accountability designed to serve the learning of the adults and the children in the school—a sustainable, professional learning community. This course is designed for candidates whose ultimate goal is the superintendency or network leadership.

Introduction:
This course explores the various aspects of school organizational theory and is designed as a survey of various facets of educational administration. Topics covered in this course will be grouped into a system’s framework. Students will explore inputs, transformation processes, and outputs as they relate to the workings of educational leadership and school improvement. Candidates will apply theoretical concepts and administrative strategies to their current work in schools.
In particular, candidates will gain an understanding of:
• Mission driven leadership
• Systems’ leadership theory
• Change leadership theory
• Adult learning theory and how it affects professional practice
• Creating and Working with Problem Solving Team in School Districts or School Networks

**Conceptual Framework:**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

This course is designed for students whose goals are district leader positions. “Professionalism in Service of Social Justice” represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, we will begin to understand the diversity and complexity of educational organizations. In particular, we will study Bolman and Deal’s (1984; 2002; 2003; 2008; 2013) reframing theory, as well as Kotter’s (2012) leadership theory and Shapiro & Stefkovich’s (2011) multiple ethical paradigms to examine positive leadership practices in schools. By applying theory to practice (Spiro, 2011; Watkins 2003), school leaders can refine their craft, understand their schools, and enhance their role as change agents. We will simulate and create opportunities, through problem-based scenarios, to practice what is “right,” with respect to instructional leadership, regardless of the circumstances of the day.

In particular, the following School of Education Conceptual Framework Standards will be addressed in this class:

• Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field. (CF1)
• Candidates demonstrate an understanding of issues of social justice and inequity. (CF3)
• Candidates demonstrate skills that will enable them to work effectively with diverse clients. (CF4)

**School of Education Commitment - COVID-19:** Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into Summer - 2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.
The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This webpage also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Spring – 2021 Return
RETURN to CAMPUS Checklist
RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates

SOE Vision
The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework and Conceptual Framework Standards
Each syllabus is required to have a statement explaining how the SOE’s Conceptual Framework (CF)—Social Action through Education—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses diversity and the social justice mission of the School of Education. If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

SOE Conceptual Framework Standards (CFS)
- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
• CFS3: Candidates demonstrate knowledge of ethics and social justice.
• CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

**Dispositions**
All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: **Professionalism, Inquiry, and Social Justice**. Full transparency is critical to ensure that students are able to meet the expectations in this area. Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

**Dispositions:**
As a measure of candidates’ development towards Loyola University Chicago School of Education’s conceptual framework, the three school-wide dispositions will be assessed in this course. These dispositions are: 1) Professionalism, 2) Fairness, and, 3) the Belief that all students can learn. These dispositions will be directly assessed in this course and will comprise 11 out of the 100 points possible. The rubric for these dispositions can be found on pages 14-15 of this syllabus.

**Outcomes:**
Candidates will use multiple data gathering tools to analyze one of their current organization’s core beliefs. From these data, candidates will create a school improvement plan for the change process to close the gaps between the current and desired reality of their organization.

**Instructor/Course Evaluation**
The instructor and course will be evaluated at the end of the term by students through the use of an online evaluation instrument. Each evaluation will address the quality and relevance of course material and the quality of the instruction. The intent is to seek information, which will help to improve both the quality of the course and instructional competence. In completing these evaluations, each student should be mindful of the extent to which the course objectives have been met.

**Essential IDEA online course assessment objectives:**
• Learning to apply course material to improve thinking, problem solving, and decisions.
• Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
• Developing a clearer understanding of, and commitment to, personal values.

**STANDARDS**

**Illinois State Board of Education (ISBE 2016)**

Standard 1: Vision
Standard 2: Curriculum, Instruction and Assessment
Standard 4: Relationships
Standard 5: Ethical Leadership
Standard 6: Advocacy and Influence
Educational Leadership Constituent Council-District-Level (ELCC Standards 2011)

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.
ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.
ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.
ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

Diversity:
In concert with the conceptual framework for the School of Education, faculty, and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Technology:
The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics. All students MUST register their LIVETEXT account. Students must use their Loyola University Chicago email to register this account. Failure to register one’s LIVETEXT account will result in a student not being able to receive a final grade.

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic
policies and procedures refer to:
http://www.luc.edu/education/academics_policies_main.shtml

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/
Ethics Line Reporting Hotline
Loyola University Chicago has implemented Ethics Line Reporting Hotline, through a third-party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (Within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

Harassment (Bias Reporting)
It is unacceptable and a violation of university policy to harass, discriminate against, or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age, or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago’s Jesuit Catholic University—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

Electronic Communication Policies and Guide Lines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Required Texts:
The following books are to be ordered online at the Loyola Bookstore. The web address is: www.luc-wtc.bkstr.com


**The following will be provided to you:**
- The syllabus and additional readings/documents can be found on SAKAI.

**Things you need to find and bring to the class:**
- You will need a copy of your school mission and your school’s SIPPA or CIWP plan.
- If you are not already, you should become a member (preferably the leader) of a problem-solving team at your school site.
- You will need to have access to, and be familiar with, SAKAI – Loyola University Chicago’s electronic classroom.
- You will need to have access to, and be familiar with, SAKAI – Loyola University Chicago’s electronic classroom and you must register your LIVE TEXT account.

**Supporting Reference Literature:**
See list on references on last page.

**Embedded Field Experiences:**
1. Candidate becomes a member of a problem-solving team. This membership will provide opportunities for the candidate to apply theory to practice through the following activities and assessments listed in the evaluation section below.
2. Perform a School Improvement Plan analysis, on either literacy or numeracy, and present data findings and recommendations for increased student performance to a School Board with recommendations. (CAEP and ISBE Core Assessment)
3. As a district liaison, work on a school team to prioritize Common Core Curriculum standards and map curriculum in at least one content area across all grade levels of the school.
4. As a district liaison, work with faculty at school team building to implement curriculum that produces gains in student achievement as defined by the mission of school and district goals and plans for improvement.
Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA 6th edition style.

“LIVE” via Zoom 6pm-7:15pmCT - Mon: 7/12, 7/19, 7/26, 8/2, 8/9 - Last Live Meeting
A synch - Wed: 7/7, 7/14, 7/21, 7/28, 8/4, 8/11 - Last Asynchronous Class

ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher-level thinking skills. A rubric for each assignment is attached to this syllabus.

**Evaluation**
- Dispositions, Problems of Practice and Class Participation: 11 points
- Membership on ILT: 5 points
- Part 1 Paper: 8 points
- Part 2 Paper: 8 points
- Part 3a Paper: 15 points
- Part 3b Paper: 15 points
- Part 4 Paper: 8 points
- Culminating Assessment: Final Paper & Poster Presentation: 30 points

**Total:** 100 points

**Grading Scale**
- A: 93 points and above
- A: 90 – 92 points
- B+: 87 – 89 points
- B: 86 – 84 points
- B: 83 – 80 points
- C: 70 – 79 points
- F: Below 70 points

**Dispositions, Problems of Practice and Class Discussions:** 11 points
Students will participate in discussions based on assigned readings and hand-outs as well as extemporaneous role play, debate, and simulations. It is expected that students will attend class every day. There will be either entrance or exit slips that will measure daily preparedness. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities.

**Leadership Story** – artifact you will create between first two asynchronous class meetings 7/7 & 7/12 - examples will be presented in Sakai – 5 points

**Membership on Leadership Team**: 5 points
*Due: Evidence/Proof by August 11, 2021 (prove anytime during course)*
The candidate is expected to join a leadership team within the school. This team could be a Problem-Solving Team, a grade-level team, a leadership team, a curriculum revision team, etc. It is the expectation that the candidate is a member that begins to take a leadership role within the team as a liaison from the district office with the intention of leading and coaching the team from the district office in the future.
Part 1: An overview of the School Improvement Plan (SIPPA/CIWP) 8 points

Due: July 19, 2021 - complete by first live class meeting

Develop a 4–5 page narrative description of your school of choice within your district and contain appropriate in-text citations and a reference list. Include district context for the school, the history of the school and any shifts in demographics, community and other relevant events in the life of the school. Additional information may include context about the school, community, values, structure of the district leadership team, structure of the school leadership team, etc. District goals, interventions, resources. Describe the challenges that your district and school are both currently facing. Describe district goals, vision for schools and community, state your school’s mission.

Explain your role in your school, including major areas of responsibility or focus for the 2019-20 school year. Apply theory learned in class and readings to the current workings of your school and of your current leadership.

Part 2: Analysis of Student Data and Subsequent Recommendations for Interventions 8 points

Due: July 21, 2021

Select one goal from the school SIPPA/CIWP. For that goal area, analyze the trend and current data that has informed the creation of this goal. These data can be student achievement data, student social/emotional outcome data, or community needs assessment data.

a. Display and analyze these data in a user-friendly manner.

b. From this analysis, hypothesize whether or not the identified intervention in the current school improvement plan will be effective. Give reasons as to why you agree or disagree with the intervention.

Based on these data, what are the measurable goals and priorities for the 2019-20 school year. Why do these goals matter above other? How do the goals align with district improvement goals? Be sure to connect your analysis to these data, theories and goals. The narrative for this paper should be between 2-3 pages long and contain appropriate in-text citations and a reference list.

Part 3: Involving the Community and the Needs of Diverse Learners

a) Readiness Rubrics Paper 15 points

Due: July 28, 2021

Using the SPIRO Readiness Rubric template (pgs. 31–42) collect data from the appropriate stakeholders within the problem-solving team that you currently are a member of within your school site. Report these data from all stakeholders on the SPIRO Readiness Rubric template. Based on these aforementioned data, answer the reflection questions (pg. 42) following the SPIRO Readiness Rubric template. Based on these aforementioned data and relevant leadership literature (Bolman & Deal, Kotter, Shapiro and Watkins) describe the strategies to consider for each major stakeholder group (pg. 43). The narrative for this paper should be between 3-4 pages long and contain appropriate in-text citations and a reference list.

b) Resistance Reducer Paper 15 points

Due: August 4, 2021

Describe the change strategy (theory of change) under consideration and detail how it is aligned with both the district and school mission. Using the SPIRO Resistance Reducer template (pgs. 78–82), collect these data from the appropriate stakeholders within the problem-solving team that you currently are a member of within your school site. Report these data on the SPIRO Resistance Reducer template. Based on these aforementioned data and relevant leadership literature (Bolman & Deal, Kotter, Shapiro and Watkins), describe the
implications for going forward for each subsection: prevention, reducing, and tolerance (pg. 82–83). The narrative for this paper should be between 3–4 pages long and contain appropriate in-text citations and a reference list.

Part 4: Professional Development Needs 8 points

Due: August 11, 2021

Develop a professional development plan to provide the necessary support/training to implement the identified changes for the goals of the school improvement plan. Along with this plan (2–3 pages), develop a timeline that is “publishable” to staff to inform them of the professional development sequence. Indicate on the timeline the benchmarks of success of implementation. Be sure to align the schools goals with the district improvement plan and district goals.

Culminating Assessment: 30 points

ELCC SPA Assessment #2 - LIVETEXT

Analysis of a School Improvement Plan (SIPPA/CIWP) – A case study

Poster Presentation and Final Compilation/Revisions –

You will use the aforementioned assignments that you have completed throughout the semester (including any additions/revisions you want to make based on new learning and instructor comments) for the creation of the culminating assessment.

As a district instructional leader, it is your responsibility to analyze student data and create recommendations, based upon these data, to improve student outcomes. This data-based decision making process is reported annually through the school and district improvement plans. This core assessment will ask you to apply the knowledge gained in this class to the analysis of the School Improvement Plan with a chosen school building to develop key skills and dispositions necessary to support schools from the district office.

As a district instructional leader, you will be required to present your analyses, ideas and decisions based on data to your colleagues, community stakeholders, school board, community foundations, conferences, teachers and students. To simulate this experience, you will create a poster presentation to showcase your work and be able to present a five minute elevator speech to your classmates on your experience throughout this course.

Part 1: An overview of the School Improvement Plan (SIPPA/CIWP)

a. Describe the context of your chosen school.

b. Describe the challenges that your school is currently facing.

c. State your school’s mission.

d. Now, list two of the major school improvement plan (SIPPA or CIWP) goals that are stated within your school’s current school improvement plan. For each goal describe how each SIPPA/CIWP goal is:

   • Aligned with the school mission; (ELCC 1.1)
   • Reflects the current school context (ELCC 6.1) – Loyola CF 3
   • Addresses the need to improve student outcomes. (ELCC 1.4)

Part 2: Analysis of Student Data and Subsequent Recommendations for Interventions

Select one of the two goals from the SIPPA/CIWP. For that goal area, analyze the current data
that has informed the creation of this goal. These data can be student achievement data, student social/emotional outcome data or community needs assessment data.

e. Display and analyze these data in a user-friendly manner.

f. From this analysis, hypothesize whether or not the identified intervention in the current school improvement plan will be effective. Give reasons as to why you agree or disagree with the intervention.

g. Based on these data, include your recommendations for change, additions, and/or deletions to the plan. Provide a rationale for these changes, additions, and deletions. If you determine that the already identified intervention is appropriate for the goal area, provide the rationale for the current intervention. (ELCC 3.2)

Part 3: Involving the Community and the Needs of Diverse Learners

a. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that provide opportunities for families and community members to collaborate with the school. (ELCC 4.1) – Loyola CF 4

b. For the intervention process you have identified in Part 2, make recommendations regarding the design and implementation processes that respond to the diverse needs of students and therefore respond to community interests and needs. (ELCC 4.2)

c. Discuss funding needs for resources necessary for implementation that you may be able to secure from the school community. Describe how you will begin to mobilize these community resources. (ELCC 4.3.)

Part 4: Professional Development Needs

a. For the intervention process you have identified in Part 2, describe the professional development needs that may need to be instituted in order to bring about successful teaching and learning.

b. These professional development plans may be the one’s currently listed within the SIP or maybe different from what is currently stated.

c. Justify why you believe the current, or the suggested new, professional development plans must be addressed to bring about successful teaching and learning. (ELCC 2.3) – Loyola CF
Final SIP Analysis

Components:
For each section, answer explicit questions and refer to ...

Part One:
Overview of SIP

Part Two:
Analysis of Student Data

Part Three:
Involving

Part Four:
Professional Development

Course Assignments

Narrative Description

Team I lead and one SMART

School Data

Team I lead and how SMART Goal

Assessing Readiness

Resistance Reduction

Professional Development Plan and PD timeline
Problem of Practice Component for Superintendent Prep at LUC

Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals. – Design Concept Definitions, Carnegie Project on the Education Doctorate (CPED), 2016 http://www.cpedinitiative.org/design-concept-definitions

All nine (9) required courses for the Superintendent Endorsement have the Problem of Practice component embedded in the design. The Problem of Practice component is embedded in each course to facilitate directed research, discussion and engagement between the candidate and with his/her assigned Cooperating-Expert-Practitioner (CEP) Superintendent. The candidate and her/his CEP Superintendent will work collaboratively to identify a Problem of Practice in the cooperating district for the assigned course.

The LUC Superintendent Endorsement candidate and CEP Superintendent will ensure the identified Problem of Practice is aligned with the course content and course objectives. The LUC cohort-based model enables Superintendent Endorsement candidates to learn from top practitioners and engaged faculty while also establishing the professional networks necessary to succeed in district leadership and community engagement. The Problem of Practice component will facilitate the discussion of current issues challenging our local Chicagoland districts. Superintendents and central-office candidates at LUC will engage more directly in real problems of leadership practice to make their study of school systems more relevant in their practice as educational leaders in schools and school systems.

The Problem of Practice class discussion will take place near the end of every semester and all CEP Superintendents and LUC partners will be invited to that portion of the class. Bringing existing district problems and complex solutions to classroom discussions for Superintendent candidates are required to preserve course relevance and success. Bringing acting Chicagoland superintendents to at least one class per course is an LUC priority. All required coursework demands that candidates engage with the current issues facing district leaders as well as research and trends in the Illinois educational context.

Understanding and Identifying a Problem of Practice

Focuses on instructional and/or systemic issues. Instructional or systemic issues are problems that involve the interactions of principals, teachers, students, and content or the interactions of system leaders, schools, and communities that relate to school or system performance and/or community well-being.

Is directly observable. A problem of practice must be empirical in nature not theoretical. While theory may be used to assist in the examination of the problem, the problem itself must be directly observable from the seat of the Superintendent’s desk.

Is actionable. Actionable in the sense that the problem can be improved in real time. This dimension further defines the problem of practice as it extends the Directly Observable dimension; however, it is important to note all that not all problems that are directly observable are actionable from the standpoint of a Superintendent candidate at LUC.
Connects to a broader strategy of improvement and the school’s or system’s action plan. We see problems of practice having a reciprocal relationship with broader improvement plans. District wide improvement plans might very well assist in defining problems of practice, while the in-depth study of a particular problem may enable a school district or system realize its stated goals. Is high-leverage. Solving a problem of practice would make a significant difference for student learning and/or community health. Being high-leverage is related to being actionable. Ideally, we want students to make a difference in the field as a result of their study and practice at LUC in the Superintended Endorsement program.

The statement of the Problem of Practice should be a description of an issue--a few sentences describing what is happening that is problematic.

References


https://education.ucdavis.edu/general-information/problems-practice-necessary-steps


Selected References


Boykin, A. W. & Noguera, P. (2011). Creating the opportunity to learn: Moving from research to practice to close the achievement gap. Alexandria, VA: ASCD.


Green, T. (2009). Your first year as a principal: Everything you need to know that they don’t teach you in school. Ocala, FL: Atlantic Publishing Group.


Alexandria, VA: ASCD


**Days/Dates, Live (ZOOM) synchronous class meetings, asynchronous class meetings – work on own (or in groups as applicable)**

“LIVE” via Zoom 7pm-9pm via ZOOM CT -Mon: 7/14, 7/19, 7/28, 8/2, 8/9-Last Live Meeting A synch - Wed: 7/7, 7/12, 7/21, 7/26, 8/4, 8/11 - Last Asynchronous Class

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>July 7, 2021 – Wednesday</td>
<td>Intro; Review of syllabus; Review of District Leader Standards; Review of Ignatian Values; Establish Norms of Engagement.</td>
<td>Start to read all materials – first few chapters – all syllabus, Sakai</td>
<td>Be present, check through Sakai modules, view professor video/slides - video message from professor.</td>
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<tr>
<td>Asynchronous Meeting</td>
<td></td>
<td>Video welcome from Mike Content in the “Lessons” area – specific to 7/7 (and 7/12 asynchronous) and additional materials for later in the class</td>
<td>Discussion post due Sat., July 10.</td>
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<tr>
<td>July 12, 2021 – Wednesday</td>
<td>School Improvement and Leadership Lenses</td>
<td>Bolman &amp; Deal</td>
<td>Part 1: An overview of the School Improvement Plan (SIPPA/CIWP)</td>
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<tr>
<td>Asynchronous Meeting</td>
<td></td>
<td></td>
<td>Discussion post on Bolman &amp; Deal, due July 15 – and video for reference</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To be reviewed within 3 days of lesson</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event</td>
<td>Details</td>
</tr>
<tr>
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</tr>
<tr>
<td>July 14, 2021 – Monday</td>
<td>Live Synchronous Meeting</td>
<td>Leadership, frames/lenses, self reflection, motivation for studies, “how to lead”, blend experiences &amp; theories in course</td>
<td>Kotter (have entire book read by July 14 class meeting)</td>
</tr>
<tr>
<td>July 19, 2021 – Monday</td>
<td>Live Synchronous Meeting</td>
<td>Unfinished Leadership</td>
<td>Have Unfinished Leader read by this class meeting</td>
</tr>
<tr>
<td>July 21, 2021 - Wednesday</td>
<td>Asynchronous Meeting</td>
<td>Leadership &amp; Course projects</td>
<td>Spiro/Kotter</td>
</tr>
<tr>
<td>July 26, 2021 - Wednesday</td>
<td>Asynchronous Meeting</td>
<td>“Entry Planning” - not just for a new role or job, but in general – how to reengage and reenergize as a leader</td>
<td>Watkins</td>
</tr>
<tr>
<td>July 28, 2021, Live Synchronous Meeting</td>
<td></td>
<td>Problems of Practice</td>
<td>Spiro/Kotter</td>
</tr>
<tr>
<td>August 2, 2021 - Live Synchronous Meeting</td>
<td></td>
<td>Advance Planning – Sharing Your Messages</td>
<td>Watkins</td>
</tr>
<tr>
<td>August 4, 2021 - Asynchronous Meeting</td>
<td></td>
<td>Exercises from the text</td>
<td>Shapiro</td>
</tr>
<tr>
<td>August 9, 2021 – Monday</td>
<td>Live Synchronous Meeting</td>
<td>Possible Class Presentations – to be addressed/updated during semester</td>
<td>Shapiro</td>
</tr>
<tr>
<td>August 11, 2021 - Wednesday Final Asynchronous</td>
<td></td>
<td>IGNITE style presentations uploaded from each student – culmination of learning</td>
<td>All readings complete</td>
</tr>
</tbody>
</table>

“LIVE” via Zoom 7pm-9pm via ZOOM CT - Mon: 7/14, 7/19, 7/28, 8/2, 8/9-Last Live Meeting
A synch - Wed: 7/7, 7/12, 7/21, 7/26, 8/4, 8/11 - Last Asynchronous Class
**Section III:** The addendum for your syllabus.
- Smart Evaluation
- The SOE Statement on Conceptual Framework and Student Dispositions
- LiveText
- Student Resources and Center for Student Access and Assistance (CSAA)
- Academic Honesty
- Accessibility
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines

**Smart Evaluation**
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.
- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

**The 13 possible objectives you will select from are listed below:**
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

**Dispositions**
All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice.* The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those*
students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream, Digication or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

**Additional ONLINE Course Policies**

*Privacy Statement*

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

*Synchronous Meetings*

[Include information about synchronous meetings, if any. Make sure to state days and times, what tool will be used (Zoom, for example), and what the requirements are for sessions.]

*Student Participation*

[Insert a policy about student participation expectations. How often should students log in and check course materials? What is expected of participation throughout the course, in synchronous sessions, etc.?]

*Class Conduct*

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

*Student Support*

**Special Circumstances--Receiving Assistance**

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work,
please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

*Center for Student Access and Assistance (CSAA)*

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

**Syllabus Addendum Link**

https://www.luc.edu/education/academics/syllabi/